2010-2011
Academic Advising Handbook
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SECTION I: OVERVIEW OF THE ADVISING PROCESS

The Goals of Advising
Advising at Colby-Sawyer College operates on the basis of several principles, which are articulated in both the College’s mission statement and the liberal education model. Students are at the center of our strategic plan: all of our efforts are focused on supporting them in achieving success as we have defined it in our college outcome statements. They are also in the center because, ultimately, they are the ones who must achieve the outcomes.

Every Colby-Sawyer student has an academic advisor who takes a personal interest in the student’s progress and development. The advisor confers with the student at regular intervals, giving advice on both academic and career matters. In addition, the advisor can help identify additional resources and provide referrals for academic, career, or personal counseling when needed. While students have the responsibility for successful completion of degree requirements in their chosen field of concentration, advisors assist in the identification of educational goals and serve as a resource for identifying and selecting appropriate academic courses and co-curricular activities.

College Student Development
Advising is a conversation between the advisor and the student, which assists the student in his/her fulfillment of our community values: excellence, responsibility, community, and connectedness. The goal is to support and encourage students in examining their academic aspirations, to provide suggestions and feedback, and to encourage students to take responsibility for their own learning and development. By viewing a student’s college years and advising as “developmental processes” it is important to recognize that:

- During the course of students’ years at Colby-Sawyer, they will change as a people and as students.
- These changes will likely affect their academic performance and career choices.
- Students’ needs will likely change during the course of their four years of college.

Developmental advising engages students in a conversation, which will offer them opportunities to explore their choice of major and support them as they learn to clarify their needs and goals. Students find themselves in different places as they arrive at college. Some advisees will feel certain about what they want to do. Others will start with one idea about their career and finish with something completely different. Some students come to us as undeclared majors, prepared to explore the wide variety of opportunities available. Whatever the student’s particular situation, the generalization provided below, listed by academic year, is a good place to begin thinking about the college years from the student’s perspective and the associated challenges for advisors.

The first year of college is the most challenging because of all of the transitions students are making—moving from families to college, leaving old friendships and developing new ones, taking on new responsibilities, and adjusting to the college workload. The first year is, without a doubt, an academic transition and a significant social transition as well. Developmental advising, as implied by the name, engages the student based upon his/her academic/cognitive and social/emotional level.
## Developmental Advising Needs

### First year
- Adjustment to college and introduction to the community
- Development of college-level study habits and time management skills
- Student’s self-assessment and skill development
  - How confident does the student feel about selected major?
  - Can the student develop the skills to be successful in the major?
- Development of a plan for meeting liberal education requirements
- Creation of the liberal education learning portfolio which documents learning over time
- Adjustment to the social aspects of college life—finding a sense of community and where the student fits

### Second year
- Further self-assessment and goal setting, with particular reference to major selection
  - Consider major acceptance or changing majors
  - Self-evaluation of suitability for major
  - Additional knowledge and skill development and application of knowledge
- Development of major acceptance portfolio element(s)
- Deepening of campus and community involvement
- Introduction to different career and training options

### Third year
- Continued educational, professional and life self-assessment and planning, including substantial internship planning
- Preparing for the “next step” – graduate school, career options
- Planning for and assuming roles in mentoring “younger” students and in leadership in the campus and wider community
- Incorporating junior year internship component into portfolio

### Fourth year
- Achievement of the outcomes of the major and of the total educational experience
- Development of the capstone experience and final portfolio
- “Transitioning out” planning and self-assessment
  - Refining job search skills, résumé development
  - Informational interviewing
- Career and/or graduate school search continues
- Leadership and mentoring – “giving back” to the college and community
Advisors’ responsibilities: What can advisees expect of their advisors?

Just as every teacher has his/her own classroom style, so every advisor will develop his/her own methods of advising. The responsibilities of an academic advisor include:

▪ Working with students to get them registered for the classes they need to graduate;
▪ Offering students a meaningful connection with faculty/staff members that continues over time;
▪ Supporting students in academic and professional planning;
▪ Helping students to assess their own skills and abilities realistically;
▪ Advocating for students’ interests (helping students understand what they need to do, not necessarily what they want to do);
▪ Helping students to understand college policies and procedures;
▪ Facilitating students’ adjustment to the community;
▪ Referring students to the appropriate campus resources and opportunities;
▪ Supporting students’ autonomy and responsibility.

Advisees’ responsibilities: What can advisors expect of their advisees?

Because advising is collaboration between student and advisor, the student is also responsible for being an active and responsible partner in this process. Advisors can expect their advisees to:

▪ Make appointments in advance and keep regular appointments with their advisors;
▪ Respond to advisors when contacted;
▪ Reflect on and define their own educational and personal goals;
▪ Make meaningful connections with others in the community (faculty, staff, students) and meet community obligations;
▪ Assess their own skills and abilities realistically;
▪ Follow up on referrals made by the advisor;
▪ Make appropriate use of campus resources, activities, and opportunities;
▪ Be active participants in academic and professional planning;
▪ Seek assistance from advisors, members of the faculty and staff, etc. promptly when needed;
▪ Actively consider their own best interests (not necessarily what they want, but what is really needed to complete requirements and advance academically) and the best interests of others;
▪ Learn and follow college policies and procedures;
▪ Assume autonomy and responsibility in academic decision-making and communicating those decisions to faculty, staff, and family (if applicable); and
▪ Become contributing members of the college community.
SECTION II: GENERAL INFORMATION FOR ADVISORS

Liberal Education Requirements
The following is a listing of the liberal education requirements for all Colby-Sawyer students. You can also find this information listed in the course catalog and degree audit worksheets.

1. Proficiencies *(required)*
   - Writing Proficiency – fulfilled by WRT 105
   - Quantitative Literacy – any math course labeled 122 or above.
   NOTE: Some majors require specific math courses. If an advisee is not sure of his/her major, it may be wise to put off this proficiency until a major is decided.

2. Pathway *(required)*
   - First-Year Seminar – PTH 101
   - 3 Stepping Stone Courses (see Pathway Program booklet for more information)
   - Sophomore Seminar – PTH 201

3. Required Exploration Courses *(6 required – one course in each area)*
   - Fine and Performing Arts
   - History
   - Humanities
   - Literature
   - Science
   - Social Science

4. Additional Exploration Courses *(3 additional courses required)*
   Two of the following:
   - Environmental Literacy
   - Global Perspectives
   - Media Literacy
   - Wellness

   And one additional course, which could be:
   - Selected from any of the 10 listed above or
   - CIS 105 (Computers Concepts and Applications) or
   - CIS 201 (Computer Applications for Data Analysis)

Liberal Education FAQs

1. What if my advisee does not like the pathway in which s/he has been registered?
   **Through the last day to add classes** If a student is irreconcilably dissatisfied with his/her pathway at the very beginning of the semester s/he can try to enter another pathway. However, most pathways are already full and switching to another might not be easy. The switch must occur on or before the last day to add classes, and the student needs to drop his/her original pathway course. The student must follow the usual add/drop process, and the faculty member teaching the *added* pathway will make the decision of whether or not to permit the student to add that course.

   **After the last day to add classes** If a student is irreconcilably dissatisfied with his/her pathway and was unable to enter another, s/he may drop the pathway seminar. In this case, the student would receive a “W” on his/her transcript and must enroll in a pathway the following fall.
2. **How do I know what stepping stones and exploration courses my new/entering student advisee should take?** For a list of exploration areas, students and advisors should use the 2010-2011 Catalog. For a list of pathways and stepping stones, advisors should consult the Pathway Program booklet.

3. **What if my advisee fails or gets an incomplete in his/her First Year Pathway Seminar?** A student who fails the course is required to take another First Year Pathway Seminar in the very next fall in which the student is enrolled at the college. Thus, it is important to emphasize to an advisee in danger of failing the pathway that s/he will not be able to repeat the pathway until the next fall, and that the failure of any course puts the student at risk academically. Please emphasize that there are supports available to assist students who want to succeed in the pathway seminars – they should consult with their professor and their advisor and should seek out assistance at the Academic Development Center.

A student who receives a grade of incomplete in the First Year Pathway Seminar and who subsequently passes the course continues in the pathway. A student who does not successfully remove the incomplete and subsequently fails the course is required to take another First Year Pathway Seminar the very next fall in which the student is enrolled at the college.

4. **Should my first-year advisee have any stepping stones on her/his fall schedule?** All new first-year students should be in at least one of the stepping stone courses required for his/her pathway. If your advisees’s first-year fall schedule does not include one of his/her required stepping stones, you may want to check to see if space has opened up so it can be added during the first week of classes.

5. **When does my advisee have to complete his/her stepping stones?** Stepping stones must be completed by end of the student’s sophomore year. Stepping stones can be finished concurrently with the Sophomore Pathway Seminar (which students take during the final semester the sophomore year), but ideally should be completed during the first three semesters.

6. **Can students use AP courses or courses taken at other institutions to satisfy their pathway courses?** Courses can be transferred in from other institutions, using the criteria currently in place for transfer of specific courses, to substitute for the stepping stones. No transfer credit can be applied to either of the Pathway seminars.

7. **Can stepping stone courses count for other requirements (such as major or minor requirements)?** Yes. All stepping stone courses meet exploration requirements, by design. So, even if a student switches pathways, stepping stone courses that have already been taken still fulfill requirements. In addition, many of the stepping stones also fulfill requirements in the major. Your degree audit worksheets already note the major requirements that also fulfill liberal education requirements. Thus, the same course could count as a stepping stone, exploration course, and as a major requirement. As you make note on the worksheet of the stepping stone courses that your advisees are taking, you should also note any major or minor requirements that they fulfill.

8. **What should advisors be concerned about regarding the Liberal Education Program and transfer students?** Transfer students who enter with fewer than 24 credits (that is, transfer first-year students) are required to take a First Year Pathway Seminar and the following sequence.

Transfer students who come to Colby-Sawyer with 24 (or more) credits will not have to take the First Year Pathway Seminar. However, they will still select a pathway and complete its Stepping Stones and Sophomore Seminar. The “Intent to Declare a Pathway” form is used by transfer students with 24+ credits to identify the pathway for which they will complete stepping stones and the
Sophomore Pathway Seminar. See “transfer students” later in this handbook. This form should be completed with transfer students during the advising meeting and requires the signature of the Pathway instructor. It should be submitted to the Registrar as early as possible in order to keep the student on track.

After the transfer student chooses a pathway, the professor offering it will orient the student to the pathway and help him/her develop questions to guide him/her during the Stepping Stones and Sophomore Pathway Seminar. Please note that transfer students may have already fulfilled one or more of the stepping stone requirements at the previous institution. This will be noted on the student’s worksheet once the pathway selection has been approved by the faculty member and submitted to the registrar.

**Important note:** Even transfer students with associate degrees need to petition into a Sophomore Pathway Seminar and fulfill stepping stones and exploration course requirements. They would be exempt from the First Year Pathway Seminar. This will be noted on their worksheets.

9. **What are the Liberal Education learning portfolios?** The liberal education learning portfolio is a tool that will give students the opportunity to reflect on, develop, and document their learning during their time at Colby-Sawyer. For details regarding the role advisors can play in this process, please consult the [Liberal Education Portfolio Handbook](#).

**FERPA: Who can access a student’s academic records?**

FERPA stands for the Family Educational Rights and Privacy Act. It is a law that guarantees students access to their own academic records and outlines who is legally able to request access to information contained in a student’s records.

**How does FERPA affect advisors?**

On occasion, advisors will receive phone calls from concerned parents or other family members who will make queries about their student’s academic progress. Parents often request specific grade information from advisors. **FERPA regulations prohibit specific discussion of the academic record of students who are no longer minors unless the student has specifically indicated that this is acceptable.**

Advisors will be given information about whom a student has approved for access to the academic record. This information is provided in the advisor folder on the List of Advisees page. **Even though advisors have FERPA information, please keep in mind that you cannot confirm the identity of the person on the other end of the line, so it is best not to release specific information.** If you are having difficulty working with a concerned parent, or if you have questions, consult the Parent and Family Relations Office (ext. 3978) for specific questions or help. For additional information on FERPA, please contact the Registrar’s Office.
SECTION III: ADVISING STRATEGIES AND TOPICS

Your First Advising Meeting

First and foremost, it is probably best to remember that our students are new high school graduates, unfamiliar with the expectations of a college environment. Part of the goal of the advisor meeting is to help students get answers to their questions and to give them some basic information about what college classes and professors’ expectations are like. Here are some things to keep in mind as you meet with and get to know your new advisees:

- **Rapport**
The advising relationship is an important interpersonal relationship in which students benefit from a strong and enduring connection with you and in which you benefit by having one more way to get to know and to mentor students in their journey through college and into adulthood. The quality of the relationship you establish with students is often more important than the specific information shared. Keep in mind that many students have never met a professor and may be intimidated at first.

- **Stress of the social transition to college**
Students are fairly overwhelmed by the time they get to their advising meeting. They have been in orientation for a full day and many are most concerned about making friends and fitting in at the college. You may have to ease some of their worries.

- **Answer basic questions**
Students have many questions about their schedule, getting books, mail, e-mail, and other roommate and living situations.

- **Give students a sense of the college workload**
Help establish expectations about workload, completing readings, handing assignments in on time, and a general sense about what classes are like. Let students know how to address instructors (e.g., as Dr. or Professor but not Mr. or Mrs.) Introduce students to The Academic Development Center as a source of help for planning and studying.

- **Tell them how, where, and when to contact you**
Help students know how and when it’s best to contact you, how often you will meet, and how you would be prefer to be addressed (e.g., by first name or title)

- **Tell students a bit about registration**
Give students a sense about what it will be like during the first registration period. Encourage students to look over their major worksheet (included in their advising folders). Encourage students to look over the course schedule before your advising meeting. Let students know whether you will contact them or expect them to come to your office to sign up for a time. Tell students a little bit about adding and dropping classes. This is also described in their student advising handbook

- **Help them to feel at ease about their major and choice**
Many first-year students may have declared a major but may, in reality, be undecided. Students can and do change their minds about majors once they are here. Help students not to worry about their indecision and encourage career exploration.

- **Encourage students to find a place on campus**
It is important for students to feel comfortable and accepted into the community. Encourage students to try out and join new clubs and to meet people from other majors or residence halls.
General Advising Topics
Academic advisors meet with advisees periodically throughout the year. During the course of an academic year there are several different topics advisors will cover with their advisees:

Registration
Colby-Sawyer plans to move to online registration within the next year. However, in the meantime, students and advisors will use paper registration cards for course selection and scheduling. The cards are to be completed by the student and advisor and then submitted to the Registrar by the student on his/her assigned day. You will receive specific instructions from the Registrar via email prior to the registration period.

You will meet with your advisees at least once each term to help them select courses for the next semester. Advisors vary in how they prefer to schedule registration meetings. Some advisors make individual appointments with students and other advisors hold group advising sessions. Some advisors e-mail or call advisees, and other advisors expect students to sign up on sheets posted outside of their office doors. In your first meeting with your advisees, you should give students a sense of how you would like to handle registration time.

Before registration:
- Ask your advisees to familiarize themselves with their “Degree Audit Worksheet”—which is in their advising folder (see below). The degree audit worksheet tells students what courses they need to fulfill degree requirements. It is a computer-generated worksheet that is particular to a student’s declared major. It lists all of the courses the student will need in order to graduate, courses s/he is enrolled in for the fall term, and transfer or AP credit if they have any.
- Review the 2010-2011 Catalog. In the Catalog, each major outlines a sample registration sequence. It is helpful to review and follow this proposed sequence as much as possible. Additionally, sample worksheets for every major can be found on myCSC > Faculty Page > Academic Forms > Sample Worksheets.
- If there is space available in their schedule, encourage students to consider one class each term that is not required, but is especially interesting to them or conveys a topic about which they are particularly curious.
- Meet with students to complete registration cards. You will complete these cards together with your advisees, but it is the advisees’ responsibility to submit them to the registrar on the appropriate date. Once registration is complete, update your advisees’ degree audit worksheet so you know what your advisee is scheduled to take. Please review degree audit worksheets with your advisees at each registration period.

Degree Audits
Both advisors and advisees will receive a copy of the student’s “Degree Audit Worksheet”. This document lists all of the required courses needed for graduation. It also lists courses in which the student is currently enrolled and any transfer credit (when applicable). The Degree Audit Worksheet is a valuable advising guide. Advisors can teach advisees how to use it to keep on track. PowerCampus SelfService provides updated degree audit information as well.

Add/Drop
Students can add and drop courses within the first week of classes without penalty. To do so, students must complete an “Add/Drop” form, which can be found in the Registrar’s Office. Some advisors keep a handful of these forms in their offices for advisees. Please keep the following issues in mind when helping students to add or drop a course.
Important considerations for Add/Drop

- Students switching classes (either from one section of a class to another section or from one class to a completely different class) need to complete the add/drop form and submit it to the Registrar. This form requires the signatures of the faculty member teaching the class being dropped, the faculty member teaching the class being added, the advisor and the student.
- Students need to be sure that they can get into the other class or section before dropping the class they are in.
- If a student falls below 12 credits, s/he is considered a part-time student. That affects many things including: their ability to live on campus, financial aid, etc. Please ask advisees to carefully consider the consequences of this decision.
- If students register for more than 18 credits, there is an extra charge for each credit above 18.
- A class dropped after the deadline will be considered a “withdrawal” and will be noted on the transcript.

Majors and Minors

Most advisors understand the concept behind college majors and minors, but some incoming students—first generation college students in particular—have not been exposed to these concepts before entering college. A major is a subject in which a student will gain depth of knowledge in a specific field of study. Through the student’s major at Colby-Sawyer, he/she will gain valuable liberal arts such as critical thinking, creative problem solving, and teamwork as well as profession-specific skills such as interviewing, taping an ankle and market research. A minor is required for certain majors and optional for others. It enables a student to widen his/her academic interests at the college.

Declaring or changing a major/minor: In order to declare a major/minor or change a major/minor, students must complete an “Intent to Pursue Major/Minor” form. Advisors must sign this form before students can submit it to the Registrar.

Career and professional goals: Advisors are called upon to advise students on a wide range of issues. Most students begin at college with an idea about what they might like to do for a career. Advisors play a role in talking with students about career choices and options. Sometimes advisors meet with advisees during the term to talk about these issues. Advisors may have information or they can direct students to other offices on campus to get additional information.

Midterm progress: At midterm, faculty members are asked to provide an estimate of students’ grades in each class up to that point. Although this is preliminary information, it usually gives students a chance to evaluate and know the classes in which they are performing well and the classes in which they are struggling. Midterm grades are available approximately two weeks before the deadline to drop a class. Advisors can review midterm grade reports on PowerCampus SelfService and meet with students to discuss their progress and options. This is especially important for students who are struggling. If a student decides to drop a class, the instructor of the class and the advisor will need to sign the add/drop form.

Major acceptance: Advisors help students complete the major acceptance process. It can occur once students have taken specific classes that are required by their major and earned a cumulative GPA of 2.0 and before the term in which the student will complete 54 credits (usually in the second semester of sophomore year or the fall of junior year). Different departments have different procedures and requirements for major acceptance. Please consult the specific department for major acceptance requirements. If a student has completed 86 credit hours, but has not completed major acceptance,
s/he will not be permitted to register for additional courses at the college until major acceptance has been completed.

The general procedure for major acceptance is as follows:

- Students will receive major acceptance forms from the registrar in campus mail. The major acceptance deadline for the fall is mid-October and the spring term deadline is later in February. See calendar at the end of this handbook.
- Students can access their own unofficial transcripts online and will be able to list the required course(s) and grades for major acceptance. Advisors should review and confirm that these grades are accurate.
- Complete other requirements of the major (e.g., may include obtaining recommendations and/or writing an essay).

Students who failed a course or obtained a grade below the cut off in a course that is required for major acceptance should be strongly encouraged to re-register for the course in the next registration period so that major acceptance can be completed thereafter. Please review the transcripts of advisees who are transfer students to determine the timing of major acceptance.

Once students are accepted into their major, they must follow the policies and regulations that were in place at the time of major acceptance. However, students are also subject to the rules and regulations of the general Liberal Education Program of the year they began at the college.

**Student Persistence**

When advisees are struggling or experiencing a significant amount of stress or personal issues, they might get in touch with their academic advisor. Advisors also hear about struggling students from other faculty and staff. Some advisors will speak directly with advisees about the difficulties. Others will refer them to relevant offices and people who can help them. A list of important contacts and resources is provided at the end of this handbook.

In addition to personal referrals, advisors can direct any concerns to the campus **Persistence Committee**. This group of faculty and staff serves as a safety network for students who are at risk of “falling through the cracks”. The goal of the network is to connect students with resources and individuals on campus to facilitate a smooth transition to campus and success during the semester. If you have an advisee that has not shown up to his/her advising meeting during orientation or if you have a student who appears very homesick, upset, or sad, **please email “Persistence” with the student name, a brief description of the reason you’re emailing and any referrals you’ve already made**.

Respecting the confidentiality of the student and acting in accordance with FERPA, the Persistence Committee will develop an action plan for the student including follow up on referrals and additional support if needed. Advisors may or may not choose to be involved with the student’s action plan. For more information about the Persistence Committee, please contact Kim Sauerwein in the Harrington Center for Career and Academic Advising.

**PowerCampus SelfService for Advisors**

PowerCampus SelfService is a secure Web-based application which allows advisors and faculty to review student academic information via the Internet. You will find both advising and class information on PowerCampus SelfService.

Go to the college’s web gateways page and log into PowerCampus SelfService with your CSC ID and password. Click on the Advising tab to find up-to-date information on advisee schedules, unofficial
transcripts, student grade reports and dossiers. Students should be encouraged to access their own information via PowerCampus SelfService as well. Access to this information strengthens their ability to take responsibility for meeting the requirements of their academic programs.

**Changing Advisors**

If a student is interested in changing advisors, he/she must first identify a new advisor. Students are strongly encouraged to talk to their original advisor to let him/her know of their desire to switch; however the signature of the student’s original advisor is not required. A “Change of Academic Advisor” form must be completed by the student and new advisor and submitted to the Registrar’s Office. The original advisor will receive a letter informing him/her of the change of advisor. The original advisor will then forward the student’s advising folder to the new advisor.

**If the advisor wishes to have an advisee reassigned:** If the advisor has a) a conflict of interest in advising a student or b) has tried in good faith to work with an advisee and the advisee has developed a pattern of not meeting the expectation and requirements set out for advisees as outlined in this handbook, the advisor can suggest that the advisee find a new advisor. The recommended procedure in this case is to document the nature of the difficulties and timing of the difficulties that have occurred with the student. The advisor should begin by having a meeting with the student to discuss the difficulty and to identify specific expectations the advisee must meet (e.g., student is expected to return calls, or e-mails within 1 week and to appear for advising meetings). The advisor should keep a record of this discussion. If the advisee fails to follow through on a set of clear and reasonable expectations, the advisor can choose to meet again with the student and outline the options (e.g., the set of expectations or discuss the advising relationship). If the student and advisor decide it is best to reassign the student, the advisor should make a reasonable effort to speak with a colleague about accepting the advisee. The advisee should then complete a change of advisor form and submit it to the registrar. If the advisor has not been successful in finding the advisee another advisor, please contact the Harrington Center for Career and Academic Advising to discuss reassignment. Because this can be a difficult and relatively rare situation, advisors should feel free to consult with their department chairs and/or the Harrington Center. The goal is to help the student and advisor to develop a relationship that supports the student in meeting academic goals. Reassigning a student may sometimes be necessary to meet this goal.

**Temporary change of academic advisor:** Students whose advisors go on sabbatical leave (or other type of leave) will be assigned a temporary advisor. Because advisors know their advisees best, it makes the most sense for the advisor and advisee to discuss and decide upon a temporary advisor together. The original advisor will receive the “Temporary Change of Academic Advisor” form to complete with the student. The form identifies a temporary advisor and asks the student if s/he wishes to return to the original advisor at the end of the sabbatical leave. Forms are to be submitted to the Registrar’s Office.
SECTION IV: STUDENTS WITH SPECIAL CIRCUMSTANCES

Transfer Students
Transfer students fall into 2 categories: a) students who transfer with 24 or more credits and b) students who transfer in fewer than 24 credits.

Transfer Students with less than 24 credits: These students will have transfer courses checked off on their degree audit worksheets. They will be required to complete the full pathway sequence. In other words, they will complete a First Year Pathway Seminar, 3 Stepping Stones, and the Sophomore Pathway Seminar. They may have transferred in credit for courses that meet stepping stone requirements, but that will be indicated on their worksheets.

Students who transfer with 24 credits or more: These transfer students are exempt from the First Year Pathway Seminar, however, they must still declare a Pathway. This is necessary upon transfer in order to determine the Stepping Stones and the Sophomore Pathway Seminar in the spring. Because of this tight timeline, it is very important for advisors of transfer students to be sure that their transfer students have completed “Intent to Declare a Pathway” forms. If you have transfer students, you will find a copy of this form in your transfer student’s file. This form must be completed with your transfer student in your meeting with your advisees during orientation.

- Following their meeting with advisors during orientation, students will attend a special meeting for transfer students and they will need to bring their completed and signed “Intent to Declare a Pathway” form
- Please remind your transfer advisees about this meeting.

Program planning: Depending upon their declared major, transfer students and their advisors may need to pay very close attention to major requirements and liberal education requirements to complete their programs on time. It may be helpful to sit down with your transfer student during one of the first registration periods to plot out the student’s course schedule. If you have additional questions, you can send your student to meet with Carole Parsons, registrar, to help in the planning process.

Social concerns: Transfer students sometimes have a difficult time adjusting to Colby-Sawyer because they have a different experience from their same-age peer group and a different experience from the other students entering Colby-Sawyer at the same time. Some choose to live off campus and miss out on the typical college activities. In this way, transfer students may feel less connected to classmates and to the college. It is helpful to encourage transfer students to join student groups and involve themselves with activities connected with their major so that they can feel more connected.

Undeclared students
One of the biggest challenges facing first-year students is deciding upon and declaring a major. In many respects all first-year students could be considered “undeclared students” until they gain greater exposure to their pre-selected major and decide if it is really what they want to do. One of the most important aspects of advising undeclared students is in finding ways to encourage their career exploration. The following suggestions will be helpful in working with undeclared students and may be good strategies for “declared” students as well:

1. Recommend visiting the Harrington Center for Career and Academic Advising, located in the Susan Colgate Cleveland Library/Learning Center. The staff of Harrington Center can provide students with interest inventories and information about a wide variety of career options to explore. Students sometimes don’t know where to start exploring their career directions—the Harrington Center can help direct them in this process.
2. Encourage students to **take courses outside of their major and liberal education requirements**.
3. Encourage undeclared students to **visit clubs and groups associated with different majors**.
4. Encourage students to **look at job postings** on the Internet and to find jobs that sound interesting to them. They can then contact people locally to shadow a professional for a day. The Harrington Center can assist with this process.
5. Encourage students to **go to career fairs**. Attending a career fair is a quick and easy way for students to meet professionals to learn about career options.
6. If a student is choosing between 2 majors, encourage him/her to **talk to faculty** in each area. Advisors and advisees should also keep track of the introductory courses in those areas or the courses needed for major acceptance. The college **Catalog** lists a proposed course sequence for each major. Advisors should refer to the **Catalog** to get a sense of the introductory courses in each major.
7. Advisors of undeclared students should encourage their undeclared students to **declare a major by the end of the first year/beginning of sophomore year**, if possible.
8. For some majors and programs (e.g., ESS and Nursing), undeclared students may have difficulty completing their major in 4 years if they are not declared majors at the start of their time at Colby-Sawyer. As advisors, it is important to encourage exploration but help to provide students with a realistic estimate of the ability to complete various programs in 4 years. Students may need to take summer classes or return to campus for an extra term in order to complete internships or practica.
9. Finally, once your undeclared student has declared a major, it is important to:
   - Complete a “**Declaration of Major**” form.
   - Examine requirements and timelines for major acceptance
   - Encourage your advisee to switch to an advisor in their new major. Advisees wishing to switch advisors should complete a “**Change of Advisor**” form. For advisees who remain with their original advisor, it is important to make sure the student checks periodically with a faculty member or department chair in their major to insure that s/he is aware of any changes in major requirements.

**Students experiencing difficulty: “Persistence Risks”**

It is not uncommon for academic advisors to hear from their advisees about a variety of non-academic difficulties and concerns. The following is a list of concerns that present a “persistence risk” for college students. As you advise, you will witness some or all of these factors in your students.

**Lack of preparation** including:
- Struggling to manage time – not showing up for classes or regularly showing up late.
- Not completing assignments.
- Poor performance in early assignments. Poor writing or quantitative skills.

**Strategies:** *Discuss time management strategies. Help students to prioritize their commitments and discuss consequences of poor time management. Provide guidance on how students should approach their professors for help. Refer to ADC for time management strategies and/or tutoring.*

**External commitments** including:
- Work schedule that conflicts with course schedule or time available for study.
- Family commitments that conflict with college requirements.
- Leaving campus every weekend.
- Athletic or student organization commitments that interfere with class schedules/studies.
**Strategies:** Discuss priorities and consequences. Explore with the student their perceptions of what constitutes a family commitment (ex. is the student responsible for the health/safety of a family member or is the student returning home for a dinner party?).

**Social isolation** including:
- Lack of engagement in student activities, clubs or organizations.
- Lack of connection with faculty, staff or advisors.
- Connection with faculty/staff, but no connection with other students.
- Physical isolation and/or sole reliance on technology for social interaction.

**Strategies:** Discuss advantages of involvement with formal and informal student groups. Provide a forum for advisees to connect with one another (ice cream, campus event, etc.). Refer to Campus Activities to get involved, Baird for counseling. Alert and/or refer to Residential Education staff (RAs, RDs)

**Lack of interaction with faculty/staff** including:
- Resistance to connect with faculty or advisor.
- Non-response to faculty/staff outreach.

**Strategies:** Coach advisees on how to approach faculty including how to set up a meeting and what to talk about in the meeting. Depending on the motivation of the student, discuss importance of this interaction as part of the college experience and/or as a professional preparation strategy. Discuss consequences. Refer to Harrington Center for Career and Academic Advising to discuss networking strategies.

**Financial need** including:
- Inability to find work-study or part-time work during the semester.
- Change in personal or family income.

**Strategies:** Refer to Financial Aid for questions about finances—especially for a change in financial status. Refer to Harrington Center for Career and Academic Advising to discuss work-study opportunities and/or part-time work.

**Academic failure** including:
- Poor midterm grades.
- Poor semester grades (C- or below).
- Multiple course withdrawals.

**Strategies:** Explore reasons behind poor grades/withdrawals. Discuss consequences. Write a contract with your advisee that includes action steps for improvement. Refer to Academic Development Center for tutoring and academic coaching. If student may have a disability, refer to Disability Resources.

**Other concerns** including:
- Suspected Substance Abuse
- Aggressive, Abusive or Disruptive Behavior(s) in or outside of class
- Significant Depression or Parasuicidal Thoughts

**Strategies:** Refer to Baird Counseling staff to develop change management plans
Strategies for addressing students with difficulties:

- Meet with your advisee to address the difficulties in person.
- Ask colleagues about how the student is doing in class.
- Contact Student Development and Residential Education staff. Resident directors and resident assistants typically have a considerable amount of information about students. They can then pass this information on to advisors.
- Contact the Academic Development Center and/or Baird Health and Counseling Center and make a referral if you have concerns.
- **Contact the campus Persistence Committee by emailing persistence@Colby-Sawyer.edu.** The Persistence Committee is a support network that identifies students whose success at Colby-Sawyer is in jeopardy and connects them with campus resources to increase their likelihood of continuing with the college. It is made up of staff and faculty from various departments within the college and serves as an extension of the advising network. If you have questions about whether a student concern is worthy of referring to the Persistence Committee, contact Kim Sauerwein, chair of the committee.
QUICK REFERENCE GUIDE: 2010/2011 ACADEMIC CALENDAR

Fall Semester
New Students Arrive and Orientation Begins ......................................................... September 3
Convocation ........................................................................................................... September 3
Returning Students Arrive ....................................................................................... September 6
First Day of Classes ............................................................................................... September 7
Deadline to Add/Drop Classes ............................................................................... September 14
Deadline for Spring Internship Application ........................................................... October 1
Pass/Fail Deadline ................................................................................................ October 1
Alumni Fall Festival ................................................................................................ October 1-3
Family Weekend ...................................................................................................... October 8-10
Deadline for Major Acceptance & Teacher Certification Applications ................. October 15
Deadline to Remove an Incomplete Grade .............................................................. October 15
Fall Recess (no classes) ......................................................................................... October 18-19
Admissions Fall Open House .................................................................................. October 23
Deadline to Submit Mid-semester Grades .............................................................. October 25
Deadline to Withdraw from Classes ...................................................................... November 3
Spring Registration ................................................................................................ November 8-11
Residence Halls Close at 7 p.m. ............................................................................. November 23
Thanksgiving Recess (no classes) .......................................................................... November 24-26
Residence Halls Reopen at 9 a.m. .......................................................................... November 28
Last Day of Classes ................................................................................................ December 10
Reading Days ......................................................................................................... December 11-12
Final Examinations ................................................................................................ December 13-17
Residence Halls Close at 7 p.m. ............................................................................. December 17

Spring Semester
New and Returning Students Arrive ....................................................................... January 17
First Day of Classes ................................................................................................ January 18
Deadline to Add/Drop Classes ............................................................................... January 25
Pass/Fail Deadline ................................................................................................ February 11
Winter Recess (no classes) ..................................................................................... February 21
Major Acceptance and Teacher Certification Applications Deadline ................... February 22
Deadline to Remove an Incomplete Grade ............................................................. March 1
Summer and Fall Internship Application Deadline ............................................. March 2
Residence Halls Close at 7 p.m. ............................................................................. March 4
Spring Recess (no classes) ..................................................................................... March 5-13
Residence Halls Reopen at 9 a.m. ........................................................................ March 13
Deadline to Submit Midsemester Grades ............................................................... March 16
Deadline to Withdraw from Classes ..................................................................... March 23
Fall Registration ..................................................................................................... April 4, 5, 6
Admissions Accepted Students Days .................................................................... April 8 and 15
Susan Colby Colgate Scholars’ Symposium .............................................................. April 19
Last Day of Classes ................................................................................................ April 26
Reading Days ......................................................................................................... April 27 & May 1
Final Examinations ................................................................................................ April 28, 29, 30; May 2
Residence Halls Close for Non-graduates at 7 p.m. ............................................. May 2
Commencement ..................................................................................................... May 7
QUICK REFERENCE GUIDE: CAMPUS RESOURCES

Below are offices and people who can help you if you have concerns about an advisee or if there are additional resources that might be helpful to the student. Remember, as an advisor, you do not need to do everything but it is sometimes helpful to know of others that you can call upon for assistance.

1. **The registrar:** The Registrar’s Office maintains records of students’ academic progress. If you have questions about course schedules, registering students for classes, adding and dropping classes, completion of pathways, major or minor requirements, or a student’s status regarding graduation, the registrar can assist you. Forms relating to academics, such as change of major, change of minor, change of advisor, drop/add, registration cards, etc. are available in the Registrar’s Office. If you have students who wish to take courses at other accredited institutions and transfer the credits back to Colby-Sawyer, the registrar must approve the courses prior to enrollment and students must earn a minimum grade of C (2.00) to receive transfer credit.
   - Carole Parsons, registrar
   - Colgate Hall, room 116
   - Phone: ext. 3673

2. **Academic Development Center (ADC):** Refer your advisees who would like help learning about study skills or need a tutor for a particular class. If you have an advisee who had a learning profile in high school and would like one on record at the college, this is also the office that you’ll want to send your student to visit. The ADC can also be of help to your advisees in providing additional academic assistance or organizational help.
   - Caren Baldwin-DiMeo, director
   - Susan Colgate Cleveland Library/Learning Center
   - Phone: ext. 3714

3. **Harrington Center for Career and Academic Advising:** The Harrington Center is your resource for Academic Advising questions and concerns. For students, the Harrington Center staff can provide a variety of resources. Undeclared students can meet with staff to discuss options and take an interest inventory to identify areas of career interest. The Center assists students in conducting informational interviews and connects students with people in the community who might be willing to allow job shadowing for students to learn more about the various professions. The Harrington Center also coordinates many aspects of résumé writing, job applications, and information on graduate school and internships as well as study abroad and work-study opportunities.
   - Kathy Taylor, director ; Kim Sauerwein, associate director
   - Susan Colgate Cleveland Library/Learning Center
   - Phone: ext. 3766 (Kathy) 3765 (Kim)

4. **Student groups:** To help students feel connected to the college, you might suggest that they join a student group. Campus groups range from student government (SGA), to groups involved with different majors to a dance group to club sports. It’s a great way to meet people and to make social connections. Sharon Williamson has a list of all available groups (which is also available on the CSC Web site).
   - Sharon Williamson, director of campus activities
   - First floor of Ware Campus Center
   - Phone: ext. 3756
5. **Baird Health and Counseling Center**: If you have an advisee with health issues or who is experiencing stress or emotional or psychological difficulties, Baird is available to help. Advisors can make a confidential referral to Baird if they are concerned about a student. Advisors can also encourage students to make an appointment to see a nurse or meet with a counselor. All information is treated confidentially.
   - Pam Spear, director
   - Baird Health and Counseling Center
   - Phone: ext. 3621

6. **Student Development—RDS, RAs, and OLs**: When an advisor senses that an advisee may be having difficulties or an advisor is having difficulty getting an advisee to come in, the student development staff are able to gather information from resident directors and resident assistants about social factors that might be having an impact on a student. Please feel free to contact Student Development staff to get more information about your advisee.
   - Contact: Mary McLaughlin, director of residential education (ext. 3757), or Dave Sauerwein, vice president for student development & dean of students (ext. 3758).

7. **Persistence Committee**: This team of faculty and staff from academic and student affairs is an invaluable resource for identifying at-risk students (i.e., students experiencing a number of academic and personal difficulties) and connecting them with resources that will assist in their success at CSC. For example, if you have an advisee who does not show up for their orientation advising meeting, or a student who is giving some indication that s/he wishes to leave the college, the Persistence Committee can coordinate efforts to reach the student through residential education, the Harrington Center and the classroom. See the list of “Persistence Risk Factors” on pages 14-16 for other reasons to refer a student.
   - Kim Sauerwein, chair of the persistence committee
   - Phone: ext. 3765
   - Email: persistence@colby-sawyer.edu
   - Office: Susan Colgate Cleveland Library/Learning Center (room 507)

8. **Liberal education coordinator**: If you have questions about the Liberal Education Program (Pathways, stepping stones, portfolios, and proficiencies), please contact Professor Peter White. He organizes and works out the details of the Liberal Education Program. Contact him with questions.
   - Peter White
   - Phone: ext. 3681
   - If a student wishes to request an exception to a liberal education requirement, the student should write a letter of petition to the coordinator of liberal education, Peter White, and the appeal will be handled through a review process. **Please be advised that such exceptions are very rare and will only be granted in the most unusual circumstances.**

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**For Additional Advising Questions**: Common answers to advising questions may be found by consulting this Handbook, the College Catalog, the Code of Community Responsibility, the Academic Resource Guide, or the Liberal Education Portfolio Handbook. If you still don’t have the answer, ask your department chair or call the appropriate office on campus. Please e-mail questions about advising (or suggestions for modifications to this handbook) to Kathy Taylor (ktaylor@colby-sawyer.edu) or Kim Sauerwein (ksauerwein@colby-sawyer.edu).